

Pupil premium strategy statement

School overview

Metric	Data
School name	Holland Park School
Pupils in school	1389 (incl. Sixth Form)
Proportion of disadvantaged pupils	28.6% of Years 7 -11
Pupil premium allocation this academic year	£322,790
Academic year or years covered by statement	2020/2021-2022/23
Publish date	September 2021
Review date	August 2022
Statement authorised by	David Chappell
Pupil premium lead	Faye Mulholland
Governor lead	To be confirmed – September 2021

Disadvantaged pupil performance overview for last academic year

Progress 8	No Progress Measures (Covid-19)
Ebacc entry	No Progress Measures (Covid-19)
Attainment 8	No Progress Measures (Covid-19)
Percentage of Grade 5+ in English and maths	No Progress Measures (Covid-19)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils	August 2022
Attainment 8	Achieve above the national average for attainment for all pupils	August 2022
Percentage of Grade 5+ in English and maths	Achieve above national average English and maths 5+ scores.	August 2022
Other	Improve attendance to above the national average	August 2022
Ebacc entry	Ensure above national average EBacc Entry for all pupils	August 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Professional development and training of ECTs, new colleagues and existing colleagues across all subject teams with a focus on subject knowledge and pedagogy.
Priority 2	Embed and promote oracy, literacy and reading skills across the curriculum.
Barriers to learning these priorities address	The provision and quality of teaching. The gap in core skills generated by the pandemic.
Projected spending	£80,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Targeted after school intervention through a new 'My Period 6' programme for students who are not working at their target grades or who have been identified as having fallen behind.
Priority 2	Investment in Show My Homework, digital textbooks in some subjects, Kerboodle and digital devices to assist students who are learning remotely or who require catch-up support.
Barriers to learning these priorities address	The gap in progress and attainment generated by the Covid-19 pandemic.
Projected spending	£160,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Behavioural support and intervention provided by a dedicated personal development and behaviour team.
Priority 2	Extend the provision and impact of the resilience coordinator, including the creation of wellbeing ambassadors and enhanced PSHCE provision to support the self-confidence and wellbeing of students.
Barriers to learning these priorities address	Behavioural issues that impact upon learning. Self-esteem and confidence issues that may disengage students from learning.

Projected spending	£100,000
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure the quality of teaching across all teams is good and that enough time is dedicated to facilitate subject-specific staff development for all colleagues. Ensure that teaching seeks to develop reading, oracy and literacy, all of which arose as key areas for development in response to Covid.	Staff training days, weekly subject team meetings and wider whole-school CPD sessions are calendared throughout the year. Walk-in lesson observations of teachers and feedback by LT to support individual development and the implementation of whole-school strategies. Focus on oracy, literacy and reading in staff development. Strategies promoted by the English team to be developed by the whole school. Role of the librarian to be promoted and reading ages records to be kept up-to-date and actions taken to intervene where these fall below age-appropriate levels.
Targeted support	Secure strong outcomes for less able students and for students who have fallen behind because of the pandemic.	Students will be grouped based on ability across English, mathematics and science with lower ability classes being limited in size. Increased staffing in the core subjects. Underachievers will be targeted through 'My Period 6' intervention provision, through one-to-one support in 2.18 and through access to a wider range of online resources such as Show My Homework, Kerboodle, digital textbooks and digital devices for those who need them.
Wider strategies	Improve behaviour and attitude for learning across school.	Students who require behavioural support will be supported by a designated member of staff from the personal development and behaviour team. 5 key qualities (confidence, resilience, oracy, independence, organisation) identified to

	Ensure parents are engaging with their child(ren)'s progress and school work.	develop in students across the curriculum. Resilience programme extended to the Sixth Form and scope widened to include wellbeing ambassadors and further provision of PSHCE, including additional staff training.
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Review: last year's aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils	No progress measures (Covid – 19)
Achieve above the national average for attainment for all pupils	No progress measures (Covid – 19)
Achieve above average English and maths 5+ scores.	No progress measures (Covid – 19)
Improve attendance to national average	Attendance disrupted as a result of the pandemic.
Ensure above national average EBacc Entry for all pupils	No progress measures (Covid – 19)